

# NGP Hot Topic

## Preparing for Summative Conferences

March is a great time for principals to prepare for summative conferences with staff as well as consider conferences with their evaluators.

- The following are guiding questions for principals to consider for summative conferences with staff:
- How does the summative process promote growth and continuous improvement?
  - Are observations scheduled or completed?
  - Are summative conferences scheduled or completed?
  - Are the necessary evidences available to complete final summative ratings?
  - Have teachers been provided the necessary resources and support to successfully complete the professional and student growth processes?

- The following are guiding questions for principals to consider in preparation for conferences with their evaluators:
- How does the summative process promote growth and continuous improvement?
  - Is the summative conference scheduled or completed?
  - Has the principal Student Growth Goal plan been re-viewed?
  - Has the district Certified Evaluation Plan (CEP) been reviewed for timeliness and processes?

For further guidance, principals can visit the [summative evaluation webpage](#), which contains many resources for principals to reference during the summative process. Included in these resources are videos from principals outlining their processes for inputting ratings into the Educator Development Suite (EDS).

## KDE Quick Links:

- [Equity webpage](#)
- [Title II webpage](#)
- [Professional Learning webpage](#)
- [Teacher Leadership webpage](#)
- [PGES webpages](#)
- [EDS webpage](#)
- [@KyPGES](#)
- [@KyTeacherLeader](#)
- [@KyDeptofEd](#)
- [KDE Facebook page](#)

## Summative evaluation resources and guidance

The [summative evaluation process webpage](#) has been updated to provide resources specifically designed to assist principals in the summative process. In addition to these resources, principals and districts are encouraged to also visit the [Median Student Growth Percentiles webpage](#) as well as the [Sources of Evidence and Student Growth webpage](#) for guidance on using these evidences to determine summative ratings.

## 2016-17 CEP guidance

**May 15** is the deadline for districts to submit a CEP for review by the Kentucky Department of Education.

For the 2016-17 school year, districts must fully implement PGES for personnel decisions with teachers and other professionals. Districts have the option to include district certified personnel (DC PGES).

**Districts must submit a plan for review by the department if either of the following occurred:**

- PGES for other professionals was not fully implemented nor used for personnel decisions in 2015-16. The plan for 2016-17 should be revised to fully implement PGES for other professionals.
- The district's board has approved or is expected to approve of changes to the CEP for implementation in 2016-17.

## CEP submission criteria:

- Prior to submission, gain local school board approval for the district CEP.
- Attach the [assurances document](#), signed and dated by the board chair and superintendent.
- Unlock the Word or pdf document so that comments may be added during the review process.
- Highlight all changes from the 2015-16 CEP.

Submit the plan to [kdecep@education.ky.gov](mailto:kdecep@education.ky.gov). For additional information, contact Todd Davis, [Todd.Davis@education.ky.gov](mailto:Todd.Davis@education.ky.gov).

# Coach's Corner

## To meet student needs, reimagine teaching roles

As schools and districts develop budgets and make staffing decisions, consider utilizing the expertise and strengths of teachers in the building. Creating flexible or hybrid roles can allow teachers to offer professional learning experiences, provide mentoring and coaching and lead Professional Learning Communities (PLCs). For ideas, use the [Kentucky Teacher Leadership Framework](#) and this [Kentucky Teacher article](#) from Teacher Leader on Special Assignment, Katrina Boone, [Katrina.Boone@education.ky.gov](mailto:Katrina.Boone@education.ky.gov).

## Action research in schools

Teachers have long voiced concern that one size fits all professional learning typically does not equip them with effective strategies or energize their practice. Conversely, action research can offer an effective and inexpensive way to learn, implement and reflect on the efficacy of research-based practices. It also can encourage colleagues to work together and share ideas. Read [‘So, what theory are we going to test today, Dr. Gunter?’](#) to see how Dr. Angela Gunter, [Angela.Gunter@education.ky.gov](mailto:Angela.Gunter@education.ky.gov), puts this idea to work in her classroom, including her students as researchers in the process.

# Teacher's Corner

## Flexible/Hybrid roles for teachers

All schools and districts utilize the expertise and strengths of teachers in the building but creating flexible or hybrid roles can allow teachers to offer professional learning experiences, provide mentoring and coaching, and lead Professional Learning Communities (PLCs).

For ideas, use the [Kentucky Teacher Leadership Framework](#) and this [Kentucky Teacher article](#) from Teacher Leader on Special Assignment, Katrina Boone, [Katrina.Boone@education.ky.gov](mailto:Katrina.Boone@education.ky.gov).

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## Preparing for summer and fall professional learning

One of the primary roles of the district professional development coordinator (PDC) is to develop and implement the district's plan for professional learning. The professional development plan is founded upon district and/or school needs to provide professional learning to impact student achievement.

The traditional mode of operation for professional learning has been for districts to provide predetermined learning to teachers. The time has come for that thinking to change. Designing a plan centered on teacher learning needs may require a new conversation that asks fundamentally different questions about what better teaching means and how to achieve it. (Dina Hasiotis, Erin Grogan, et.al. 2015)

Districts that *redefine* what it means to help teachers improve, define professional learning through measurable standards and student growth.

Districts that *reevaluate* existing professional learning supports and programs:

- inventory current professional learning efforts
- assess the effectiveness of previous learning activities
- explore and test alternative approaches to professional learning
- reallocate funding for particular activities based on their impact

Rethinking the processes for determining genuine teacher needs is a pragmatic approach that outweighs the traditional methods that are used for professional learning.

To explore the resources used for this article and to learn more, visit the links found below:

- [Professional Learning website](#)
- TNTP, “The Mirage”
- 704 KAR 335

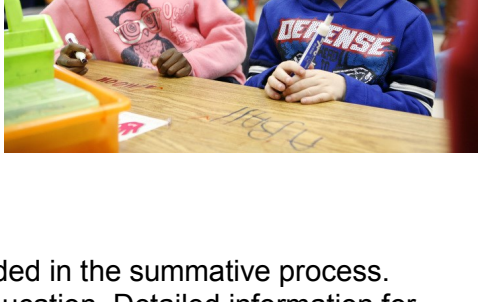
## Student Voice Update

### Infinite Campus (IC) administration of Student Voice Surveys

Student Voice Survey administration through IC concluded on March 4. Data results for the second reporting period are now accessible in the Educator Development Suite (EDS). Survey results also may be obtained in the new [Teacher Results](#) report within IC, including response scores for each question and an overall calculation for each of the seven constructs.

### Other modes for survey administration

Districts using other modes may schedule student voice surveys based on the timeline established in the Certified Evaluation Plan (CEP). Fidelity and student confidentiality are crucial to the survey process. Using other modes allows districts to have discretionary control of the survey schedule, method of application and the method for processing data. It is critical that results be conveyed to teachers with consistency and reported in reliable measures (percentages, rank, counts, etc.).



Student voice results should be provided prior to and included in the summative process. Results are not reported to the Kentucky Department of Education. Detailed information for administering student voice surveys through other modes is outlined in the [Student Voice Implementation Guide](#).

For more information, contact Joyce Richards, [joyce.richards@education.ky.gov](mailto:joyce.richards@education.ky.gov).

## OPGES Student Voice (SV) Survey questions now available

All districts administer the OPGES Student Voice Survey (currently undergoing validation) as part of the Professional Growth and Effectiveness System (PGES).

Survey questions are different than those used in the teacher survey; questions are designed specifically for the unique roles of other professionals. The surveys should be administered utilizing other modes by all guidance counselors, librarians and speech pathologists who have regular student interaction. The timeline for completion is defined in the District Certified Evaluation Plan (CEP).

### Steps:

1. Determine if the district is participating in the OPGES Student Voice (SV) Survey validation process. Contact the district SV point of contact or principal to verify this.
2. Districts **not** participating in the validation process should determine procedures for administering the OPGES SV Survey. Contact the district SV point of contact or principal for guidance.
3. Districts participating in the validation process should administer the survey according to the directions provided to the district SV point of contact by the Kentucky Department of Education.

SV results are helpful in self-reflection to inform practice. Also, along with other district-approved formative measures, SV results may be helpful to supervisors as they engage in conversations with other professionals regarding continued professional growth needs.

### Additional OPGES SV Resources:

- [OPGES Student Voice Implementation Guide](#)
- [Library Media Specialist survey questions](#)
- [Counselor survey questions](#)
- [Speech Language Pathologist survey questions](#)
- [ASL and ELL Student Voice access support – OPGES](#)

## Novice reduction webpage spotlight

In the [February edition](#) of the Next Generation Professionals (NGP) newsletter, the department made connections between novice reduction, the [Kentucky Framework for Teaching \(KyFtT\)](#) and the [Characteristics for Highly Effective Teaching and Learning \(CHETL\)](#). To deepen the connections and enhance effective practice, the [Novice Reduction for Gap Closure website](#) has been updated:

- Resources for [mathematics](#), [literacy](#), [culturally responsive pedagogy](#) and [co-teaching for gap closure](#) have been added.
- Printable diagnostics are available and can be used as interactive tools to ensure intentional focus on core instruction at the classroom and school levels.
- Classroom level diagnostics are available and allow educators to collect data needed to determine next steps for the school's novice reduction plan. Educators use these diagnostics as they conduct walk-through observations. The data collected informs schoolwide leverages for core instruction that reduces the number of novice students.
- Diagnostics for core instruction can be accessed from the [Instruction](#) overview page.

For questions or help with Novice Reduction plans and resources, contact one of the [regional coaches](#) or Linda Rains, [lindarains2@education.ky.gov](mailto:lindarains2@education.ky.gov), state coordinator.

## 2015-16 VAL-ED 360 reminder

The Vanderbilt Assessment of Leadership in Education (VAL-ED) Survey, which provides a detailed assessment of skills and behaviors designed to help the principal become a better school leader, must be completed this year.

Districts are responsible for purchasing a VAL-ED license directly from Discovery Education:

- Each principal using VAL-ED needs an individual license.
- Purchasing information is available [here](#).
- The contact is Sandy Carruthers, [Sandy.Carruthers@discovery.com](mailto:Sandy.Carruthers@discovery.com) or (704) 557-2471.

Refer to the district Certified Evaluation Plan (CEP) to determine the timeline and process for administering the VAL-ED 360 Survey. Additional guidance for use of the survey is located on the [PPGES VAL-ED 360 webpage](#).